

ECEAP Edition

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"A monthly update for family and friends of preschoolers in Washington State"



Having fun in ECEAP!

Transportation Tidbits

By Garrison Kurtz

Children's Services staff members have been attending various meetings and subgroups of Washington State's Agency Council for Coordinated Transportation (ACCT) to discuss transportation access, cost, liability, and administration. The issues involved are very complex and political, while also varying in intensity and scope around the state. Expanding access to safe, efficient, and reliable transportation is quickly becoming a critical challenge for ECEAP.

Among the issues being discussed are: management of liability for use of unregulated vehicles (non-school bus vans carrying over 10 passengers), access to school buses by Pre-K and non-school-related children, streamlining of administrative procedures, certification of transportation providers (for driver criminal background check, vehicle safety, driver licensing, etc.) and coordination and efficient use of existing services.

Positive developments include the potential use of the existing STAR PASS system to allow programs to use public transit resources and be automatically billed, as well as the completion of the Department of Transportation's (DOT) new Trip Planner. CTED has asked DOT to include the ability for groups as well as individuals to search for transportation resources. We hope that this will make development of transportation options easier.

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On March 28, Governor Locke signed into law Engrossed Substitute House Bill 2675 which increases from three to six the age of children required to be in a booster seat while riding in a vehicle. Effective July 2, 2002, children one year or under, or 20 pounds or under, must be in a rear facing infant seat. Between one year or over 20 pounds and four years or under 40 pounds, children will

need to be in a forward-facing child safety seat. Between 40 pounds and six years or under 60 pounds, a booster seat is required. Children older than six are required to wear a seatbelt. The two year delay in implementation will allow time for a mandated public awareness campaign about the new requirements, although people are encouraged to follow the guidelines immediately. CSU will discuss responding to this as a budget item and through coordinated purchases.

Finally, the selection process for Rural Transportation Job Access grants has been extended, allowing until April 24 to apply. CSU staff will be sending out more information to the field shortly, so watch your Inboxes closely. In the meantime, you can find additional details on the internet at <http://www.wsdot.wa.gov/pubtran/ACCT/JARC.htm>.

For more general information about Coordinating Transportation for the elderly, children, people with disabilities, and those with low income, visit the main ACCT web page at <http://www.wsdot.wa.gov/pubtran/ACCT>. ♦

Get hardcopies of the ECEAP Edition!

Starting this month, we will be mailing one printed color copy of the current ECEAP Edition to every ECEAP contractor, in addition to posting it for download on our FTP site. We certainly encourage people to share the newsletter electronically, but we want to make sure people without easy access to a computer can still find

us. If you would like to receive more than one copy each month, or if you would prefer to receive only the electronic copies, send a message to ECEAP_Admin@cted.wa.gov or call Michael Zimmerman at (360) 586-2469. As always, we love your feedback! ♦

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WASHINGTON STATE

EARLY CHILDHOOD EDUCATION
AND
ASSISTANCE PROGRAM

Anti-Violence Curricula Resources

By Carol Rediske-Mudd

VIOLENCE. It's a huge topic. Where does it begin... and when will it end? It invades us through every conceivable medium: radio, television, newspapers, magazines, music, movies, video games, and cyberspace. Violence has many faces, and its roots have social and cultural beginnings, including excessive nationalism, poverty, home and community violence, racism, and sexism. It can escalate from harassment, threats, and bullying, to emotional and physical abuse, weapons use, and ultimately murder. For those of us interested in violence prevention, the issue can seem impossibly complex. Where do we start?



Giving a helping hand

In ECEAP classrooms, the "Second Step: A Violence Prevention Program" has been used with preschool children to develop empathy, impulse control, and anger management. The social skills curriculum, developed by the Committee for Children in Seattle,

teaches children to change attitudes and behaviors that contribute to violence, and increases their social competence skills to reduce impulsive and aggressive behavior. Services offered by the Committee for Children include training for educators and/or training for trainers.

Much of the anti-violence curricula in the past decade has focused on K-12, as we have seen state education departments and legislatures grapple with strategies to curb the violence erupting in our nation's public schools. Sadly, though, we are seeing younger and younger children involved in school violence, and educators are widening curricula to include pre-schoolers. Almost all agree that entire communities must become involved in order to create effective anti-violence strategies. Read on for resources that can provide ideas for early childhood anti-violence curricula.

The Educational Resources Information Center (ERIC) Clearinghouse on Elementary and Early Childhood Education located at the University of Illinois at Urbana-Champaign has an excellent website at <http://ericeece.org/>. Once you reach the site, you can search the extensive collection of ERIC-system databases. Using their preset expert search under "Counseling and Guidance - School Violence Prevention" yielded numerous resources. Some standouts include:

Endangered Children & Environmental Standards, by Barry & Dayton (1996). "Community restoration plan": safety/security, economic opportunity, adequate and affordable housing, access to health care, good child care, integrated schools, after-school activities, constructive opportunities for youth, and support networks for parents.

Early Violence Prevention: Tools For Teachers of Young Children, by Slaby et al. (1995). Describes practical ways to deal with aggression in young children-social problem solving skills, empathy building, enhancing perspective taking, standing up to bullying in non-violent ways, and controlling the effects of media violence. Also lists extensive resources and curricula. (NOTE: Puget Sound ESD ECEAP Director Dr. Wendy Roedell is one of the authors.)

Teaching Young Children in Violent Times: Building a Peaceable Classroom (Preschool-Grade 3 Violence Prevention and Conflict Resolution Guide), by Levin (1994). Teaches peaceful alternatives modeled in society. It makes the assumption that efforts to break the cycle of violence must focus on prevention, and that peaceful classrooms provide the best foundation for helping children understand peace as members of a democratic community.

Safe At School: A Public Promise (1996, State of Illinois) Developed a 44-step process to commit the state to school safety. The four parameters include: educators and school districts need help, immediate and long-term strategies are needed, the local community must be the focus for action, and resources must be used with maximum efficiency and effectiveness.

Unlearning Violence: Minnesota Dept. of Education's Violence Prevention Plan (1995, C. Anderson et al.) Developed with over 600 citizens' input, seven goals: *Promotion* - develop qualities kids need to thrive; *Prevention* - create comprehensive prevention efforts for all learners; *Protection* - assure protection of all children and staff; *Family Partnerships* - strengthen school/parent/guardian educational connection; *Healthy Climates* - provide positive school climates, environments, and cultures in which to work and learn; *Community Focus* - insure community focus in prevention and promotion efforts; *Social Norms* - change social norms to emphasize acceptable ways to solve problems. (continued)

School Safety: Promising Initiatives for Addressing School Violence (1995, US. G.A.O.): GAO looked at four school-based violence prevention programs, identifying seven characteristics: a comprehensive approach, an early-start and long-term commitment, strong leadership and disciplinary policies, staff development, parental involvement, interagency partnerships and community linkages, culturally sensitive and developmentally appropriate approach.

Other sources for violence prevention include:

<http://www.reeusda.gov/pavnet/ye/youthed.html> - Lists four pages of resources dealing with youth violence prevention.

<http://www.charactercounts.org> - The Josephson Institute of Ethics, to support nation-wide, non-profit, nonpartisan, nonsectarian character education in the areas of trustworthiness, respect, responsibility, fairness, caring, and citizenship.

<http://shine.excite.com> - Shine: Seeking Harmony in Neighborhoods Everyday, a pro-social presidential award-winning youth services organization.

<http://www.ncsu.edu/cpsv/> - North Carolina Center for the Prevention of School Violence.

<http://www.connectforkids.org> - The Child Witness to Violence project at Boston Medical

Center offers new evidence on how kids are affected, and what it takes to help them recover.

“Early Violence Prevention: Tools for Teachers of Young Children” (Slaby for NAEYC, 1995).

“Preventing Violence: A Framework for Schools and Communities” (Comprehensive Health Education Foundation, Seattle, 1994).

Second Step Violence Prevention Curriculum (Committee for Children, Seattle, 1-800-634-4449). Conflict management, social skill building, self-esteem, peacemaking, etc.

“Rural Schools and Safety Issues” (Grady). Outlines the causes of violence as: family breakdown, substance abuse, poverty, and fear. Prevention programs must contain peer mediation, conflict resolution, anger control, prejudice reduction, interpersonal problem-solving, and behavioral skills training.

The ECEAP philosophy of engaging families and partnering with communities has been a successful strategy to assist educators in nurturing happy, healthy preschoolers, and should continue to be a strong model as we search for ways to include anti-violence/peaceful conflict resolution into the curriculum. ♦



Teamwork in action

Great News for Children's Health

On February 17, 2000, Governor Gary Locke joined supporters in an event to launch Washington State's participation in the Children's Health Insurance Program (CHIP). CHIP is a partnership between the state and federal government to offer health insurance to children in families with incomes higher than current Medicaid levels. The Legislature passed a bill to provide coverage to the nearly 15,000 eligible children under age 19 whose family incomes are between 200 - 250% of the federal poverty level.

Many of the families of the more than 100,000 children eligible for either Washington's Medicaid or CHIP programs are unaware of the programs or their benefits. The state will soon launch a public education campaign to reach uninsured families and encourage their participation in

either program. CHIP requires a monthly premium and modest co-payments, while Medicaid does not, so families who apply will be first considered for Medicaid and then for CHIP.

The Department of Social and Health Services administers the CHIP program in Washington. Families interested in getting more information or applying for coverage can call toll-free 1-877-KIDS-NOW (1-877-543-7669). The Children's Defense Fund also has free brochures available for the child care community. Contact Lisa Frank at (202) 662-3645 or e-mail her at lfrank@childrensdefense.org. You can also obtain state-specific flyers from the CDF website (<http://www.childrensdefense.org>) to insert in the brochures. To quote Ol' Blue Eyes, "Start spreadin' the news!" ♦

Early Childhood Job Openings

Early Childhood Opportunities Northwest (ECONW) is currently recruiting for a full-time Program Manager and a full-time Health Services Specialist. Positions are open until filled and screening begins Monday, April 10. For more information, contact Scott Backus of ECONW at

(360) 734-8396. Also, CTED Children's Services will be hiring a Technical Specialist 3 and a Program Manager in the next few months. If you are interested, please e-mail us at ECEAP_Admin@cted.wa.gov for more details. ♦

Celebrate National Public Health Week

by Michael Zimmerman

"Healthy People in Healthy Communities" is the theme for National Public Health Week, April 3-9, 2000. This national celebration provides us with an opportunity to recognize the contributions of public health to the nation's well-being as well as help focus public attention on major health issues in our communities. National Public Health Week is celebrated in communities in 46 states, and Washington has joined in through official proclamations, information fairs, and other public events.

If you would like to learn more about National Public Health Week, check out the American Public Health Association website at <http://www.apha.org/news/press/nphw.htm>. Their Planner's Guide is an excellent resource with many ideas on promoting participation in Public Health Week activities and raising your community's awareness of public health in general.

This would be an excellent time to engage in or enhance partnering activities with your local health jurisdiction. Contact your county health department/district and invite them to make a presentation in your

classrooms. Ask if they have any materials to distribute to children and their families. Show your appreciation for their hard work in keeping your community healthy by sending them cards. If you don't know how to reach your local health jurisdiction, go to <http://healthlinks.washington.edu/inpho/counties/index.html> and click on your county to get applicable contact information.

Statewide public health information can be found through the State Board of Health and the State Department of Health. The Board sets Priority Health Goals for the state, and is assigned by statute to serve as the focal point for professional and citizen health concerns and to gather these concerns into a coherent policy. The Department implements the Board's rules and has additional authorities of its own in health professions licensing, among other areas. Both agencies maintain a presence on the Web and have helpful, professional staff ready to answer your public health questions. The Board can be found at <http://www.doh.wa.gov/SBOH/default.htm> and the Department is at <http://www.doh.wa.gov/>.

We all benefit from the public health system, which succeeds when we don't even have to think about it. National Public Health Week is a great way to commemorate their efforts and learn more about your part in keeping our communities and our children healthy. ♦



Just a thought... Near the end of your program year, arrange for your classes take a field trip to meet their prospective kindergarten teacher(s) and tour their new school for the next year.

Decisions for a Decade

by David Johnson

The U.S. Constitution requires a census of the United States every 10 years, and April 1st is the day designated to count everyone living in the country. Every household will be asked to fill out and mail back a form they receive in the mail. If forms are not received, a census worker will attempt to visit your home personally to obtain the required information.

Official census counts are very important since they are used to distribute government funds to states and communities for schools, health facilities, and many other community programs you

and your neighbors may need. Without a complete, accurate census, your community may not receive its fair share.

Take the opportunity now to educate yourself about the census project and encourage your ECEAP families to "be counted." To learn more about the U.S. census or link to some of the great regional demographic data that gets collected and compiled, see <http://www.census.gov/>. ♦

To submit articles and ideas, or to subscribe or request copies in accessible formats, please e-mail ECEAP_Admin@cted.wa.gov or call (360) 586-2469, TTY/TDD (360) 586-4224.